DOCUMENT RESUME

ED 063 248 SP 005 665

AUTHOR Scott, Owen; Veal, L. Ramon
TITLE Student Perceptions of Student Teaching in 31 Secondary School Classes in English.
INSTITUTION Georgia Univ., Athens. Coll. of Education.
PUB DATE [71]
NOTE 35p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Evaluation; Evaluation Criteria; *Evaluation Methods; *Perception; *Student Teachers; *Student Teaching

ABSTRACT

Pupil perceptions of significant aspects of the instruction of student teachers of English and the indication of ways in which these perceptions may be used in evaluation are presented in this study. Data were obtained at the University of Georgia for student teachers of English who student taught during the winter and fall quarter 1969 and the winter quarter 1971. The class each student teacher had taught the most was tested one week after the student teacher had left. Pupils were asked to respond to a 74-item Inventory of Student Perceptions of Instruction (ISPI). The frame of reference was the instruction carried out by the student teacher. The ISPI was concerned with six aspects of student perception: instructional objectives, classroom human relations, use of instructional resources, student motivation for learning, meaningfulness of learning, and measurement and evaluation. Students were asked to read each item on the ISPI carefully and express a degree of agreement or disagreement. Results of the inventory indicate four evaluation uses: student teacher self-evaluation, cooperative student teacher evaluation participated in by the student teacher, supervising teacher selection, and appraisal of the program to prepare student teachers. A five-item bibliography, figures and appendixes with inventories are included. (MJM)

FILMED FROM BEST AVAILABLE COPY

ED 063248

Student Perceptions of Student Teaching in 31 Secondary School Classes in English

Owen Scott and L. Ramon Veal
The University of Georgia

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Purposes of the Study

The purposes of the study were to obtain pupil perceptions of significant aspects of the instruction of student teachers in English, to summarize these perceptions, and to indicate ways in which results such as those obtained in this study may be used in evaluation.

Subjects

Data were obtained for those student teachers in English who student taught during the 1969 winter and fall quarters and the 1971 winter quarter. For each student teacher, one class was selected for testing, the one class in which the student teacher had done the most teaching. Within a week after the student teacher had completed student teaching and left the school, pupils were asked to respond to a 74-item Inventory of Student Perceptions of Instruction--ISPI (Scott, 1955; Scott and Veal, 1970). The frame of reference for pupil response was the instruction carried out by the student teacher.

Instrument and Method of Scoring and Analysis

ISPI is a carefully constructed and checked out inventory of student perceptions of six aspects of instruction: instructional objectives, classroom human relations, use of instructional resources, student motivation for learning, meaningfulness of learning, and measurement and evaluation. Each item was carefully devised as an application of a generalization characterizing effective instruction.* The generalizations themselves were

*The generalizations, in six categories, are listed in Tables 1-6 throughout the body of this paper; ISPI items are in Appendix A.

selected from literature on educational psychology, educational sociology, and secondary education and were subsequently checked by specialists in the same fields. Further information concerning the rationale and psychometric properties of ISPI are contained in the references cited above.

For responding to ISPI, the student is instructed to read each statement carefully and, by selecting the appropriate foil, to express strong agreement, agreement, disagreement, strong disagreement or uncertainty with the statement as an accurate description of the instruction he has experienced (see Appendix A for full instructions to the student). Section and total ISPI scores are then obtained by summing the numerical values of the selected options.

The mean score for a class identifies the average or typical perception of the class whereas the standard deviation identifies the extent of the diversity of individual perceptions within the class. Therefore, in the descriptions and discussion which follow, emphasis is placed on these two kinds of measures. Class means for items, for ISPI sections, and for total ISPI which differ by 0.1 on a 1.00 - 4.00 scale reflect probable true differences at the .15 significance level; those which differ by 0.2 are significant at the .05 level.

The rationale of ISPI includes the premise that instruction should be characterized by the applications of generalizations which comprise the ISPI statements. Further, it is assumed that students report their perceptions truthfully. In this context, the larger the number of students in the class who perceive an application as descriptive of the instruction, and the more applications so perceived, the better. This situation is comparable to that in which one is considering the scores on an achievement test--the larger the number of students who answer a question correctly, and the more questions answered correctly, the better.

Since a response scored as "3" indicates that the student "Agrees" that the relevant application is descriptive and a response scored as "4" indicates that the student "Strongly Agrees," a class mean of 3.0 or higher for an ISPI statement, for an ISPI section, or for total ISPI, indicates that, on the average, students perceive the application(s) as characterizing the instruction he has received. A class mean of less than 2.5 indicates that, on the average, students do not perceive the application(s) as characterizing the instruction; and a class mean in the interval 2.5 - 2.9 indicates that, on the average, students perceive the application(s) as descriptive, but with some uncertainty.

In interpreting ISPI results as indicated earlier in this paper, within-class variabilities are of interest, too. With respect to these variabilities, one may identify four possible explanations: Different students interpret the same ISPI statements differently; 2) students may exhibit various kinds of response sets in responding to ISPI statements (see, e.g., Bentley, Jackson, and Messick, 1971; and Block, 1971); 3) there may be heterogeneity in those pupil characteristics which influence their reactions to a specific teaching style and personality (since a number of ISPI statements describe possible student reactions--see, e.g., Heil and Washburne, 1960); and 4) the teaching styles and personalities of the supervising and student teachers may diverge, with some students responding in terms of the supervising teacher and others, in terms of the student teacher.

Of these four possible explanations, the first is unlikely because of the care with which the statements were formulated and checked out. With respect to the second, individual answer sheets had to be carefully inspected since an optical scanning procedure was used in preparing punched cards for electronic data processing. This inspection indicated that students did

respond with care in accordance with the instructions and did not respond in systematic patterns. With respect to the third and fourth possible explanations, data necessary for testing each were not obtained in the study.

Student Perceptions of Instructional Objectives

Table 1 lists the four generalizations directly related to Section A, Instructional Objectives. Of the 11 ISPI statements in this section, two are applications of the first generalization; two, of the second; five, of the third; and two, of the fourth.

TABLE 1

Specifications for Inventory of Student Perceptions of Instruction (Section A)

INSTRUCTIONAL OBJECTIVES
1. The teacher stresses behavioral objectives, helping students learn to use communication skills in knowing, comprehending, translating, interpreting, applying, analyzing, synthesizing and evaluating.
2. The teacher stresses affective as well as cognitive aspects of communication skills.
3. The teacher emphasizes using what is learned in relevant vocational and avocational settings.
4. In addition to stressing communications skills development, the teacher includes behavioral objectives pertaining to such aspects of critical thinking as identifying assumptions, reasoning logically from assumptions or premises, and testing the probable truth of logical conclusions.

Figure 1 depicts the 31 class means and standard deviations for Section A. In only one class is the mean as high as 3.0; in 15, the mean is in the 2.5 - 2.9 interval; and in the remaining 15 classes, the mean is less than 2.5. With respect to the standard deviations, three are .50 or higher; 21 are in the .30 - .49 interval; and six are .29 or smaller, of which one is less than .20.

(Insert Figure 1 about here)

These data indicate that approximately equal numbers of student teachers tended toward and away from the desired traits of specifying objectives in both affective and cognitive domains, including objectives at several levels and relating these objectives to possible vocational and avocational settings. Thus, for 15 of the 31 student teachers, their pupils, on the average, did not perceive them (the 15 student teachers) as applying the generalizations related to instructional objectives.

Student Perceptions of Classroom Human Relations

Table 2 lists the six generalizations directly related to Section B, Human Relationships. While all six refer to values, two numbers (8 and 9) are "action" generalizations with respect to use of democratic procedures in the classroom. Of the 18 statements in Section B, six are applications of generalization Five; one of generalization Nine; and two of generalization Ten. Thus, one third of the ISPI statements are applications of the "action" generalizations and two-thirds are applications of the "value" generalizations.

Figure 2 shows the class means and standard deviations. Four class means are 3.0 or higher; 20 are in the 2.5 - 2.9 interval; and seven are less than 2.5. Of the 20 in the 2.5 - 2.9 interval, 14 are either 2.8 or 2.9; of the seven smaller than 2.5, five are 2.4. With respect to variability, in 21 classes the standard deviation is in the .30 - .49 interval; in seven, the standard deviation is .29 or less; and in three, the standard deviation is .50 or higher.

TABLE 2

Specifications for Inventory of Student Perceptions of Instruction (Section B)

HUMAN RELATIONSHIPS

5. The teacher communicates and behaves in ways which help students develop
   a. a feeling of belonging and of security as a worthy member of the class;
   b. the will and ability to contribute to the success of class activities; and
   c. self-control with respect to actions detrimental to himself and to others.

6. The teacher behaves and encourages students to behave in ways reflecting respect for other persons regardless of race, religion, or social or economic position.

7. The teacher is empathic, and helps students to be, toward differing economic political, social and religious values and toward differing ways of living based on these values.

8. The teacher provides opportunities for students to participate in classroom decision making and to accept responsibility for the consequences of these decisions.

9. The teacher makes continuing efforts to increase the kinds of decisions made cooperatively and the number of students sharing actively in making them.

10. The teacher is interested in each student as a human being, tries to understand each student and to help each student understand himself, his values, conflicts, and behaviors.

(Insert Figure 2 about here)

In the matter of human relations, most of the student teachers' classes (two-thirds) perceived the applications (questionnaire items) as characteristic of the instruction they received. They held these perceptions with uncertainty, however, as the 2.5 - 2.9 range of means indicates. In general, though, these perceptions suggest classrooms where the teacher is empathetic, encourages student participation and decision-making, and helps students develop respect for each other.

Student Perceptions of the Use of Instructional Resources

Table 3 lists the five generalizations pertaining to Section C, Use of Instructional Resources. Of the 11 statements in Section C, three are applications of generalization Twelve with each of the other four generalizations having two applications each.

TABLE 3

Specifications for Inventory of Student Perceptions of Instruction (Section C)

USE OF MATERIALS AND RESOURCES

11.	The teacher provides a classroom setting that is pleasing, comfortable, and attractive to the students.
12.	The teacher provides the materials, equipment and supplies essential to the success of class activities.
13.	The teacher uses human resources effectively, including pupils and persons available in the community.
14.	The teacher provides and encourages students to provide or construct, local materials and resources available in the homes and elsewhere in the community.
15.	The teacher helps each student select and use instructional materials appropriate to the student's interest, ability and purpose.

Figure 3 pictures the class means and standard deviations. Two class means are 3.0 or higher; 20 were in the 2.5 - 2.9 interval; and nine are less than 2.5. Of the nine means less than 2.5, five are 2.2 or less and only one is 2.4. Of the 31 standard deviations, 23 are in the .20 - .39 interval and eight are in the .40 - .50 interval.

(Insert Figure 3 about here)

Though perhaps with slightly less certainty (more means below 2.5), these data also indicate a tendency toward the desired direction for two-thirds of the classes. This direction includes teacher use of a variety of human and material resources that are relevant to student interest, ability, and purpose.

Student Perceptions of Their Motivation to Learn

Table 4 lists the five generalizations pertaining to Section D, Student Motivation. Of the ten items in this Inventory section, one is an application of generalization Sixteen; three, of generalization Nineteen; and each of the other three generalizations has two applications each.

TABLE 4

Specifications for Inventory of Student Perceptions of Instruction (Section D)

MOTIVATION

16.	The teacher stimulates students' intellectual curiosities, helping each student develop a desire to learn.
17.	Instructional objectives and activities are purposeful to students, i.e., students comprehend and believe in the worthwhileness to them of instructional objectives and activities.
18.	The teacher diagnoses specific learning difficulties of students and helps them overcome these difficulties.
19.	The teacher provides varied activities and instructional materials relevant to instructional objectives which students accept as worthwhile to them.
20.	Students are challenged by attainable tasks which require their best efforts.

Figure 4 shows the class means and standard deviations for this Inventory section. Six means are 3.0 or higher, 21 are in the 2.5 - 2.9 interval and four are less than 2.5. Four standard deviations are .50 or higher, 20 are in the .30 - .49 interval, and seven are in the .20 - .29 interval.

(Insert Figure 4 about here)

As for the two previous sections, fully two-thirds of the classrooms used in this sample were perceived as having the desired characteristics. In this case, these include teacher concern for motivational considerations: purposeful learning, diagnosis of difficulties, a variety of materials, a stimulating of intellectual curiosities, and realistic challenges to students.

Student Perceptions of Meaningfulness of Learning

Table 5 lists the nine generalizations pertaining directly to Section E, Meaningfulness of Learning. Of the 15 items in this section, three are applications of generalization 24; three of generalization 26; two each of generalizations 23, 27, and 29; and one each of generalizations 21, 22, 25, and 28.

TABLE 5

Specifications for Inventory of Student Perceptions of Instruction (Section E)

MEANINGFULNESS OF LEARNING

21.	The teacher's enunciation, pronunciation and other speech characteristics contribute to clear communication rather than inhibit it.
22.	At the beginning of each learning activity or unit, teacher and students clarify the instructional objectives.
23.	To cope with differences among students with respect to their objectives, and levels of ability and achievement, the teacher uses a number of different teaching methods and provides activities which may differ for different students.
24.	The teacher describes, illustrates and explains so that students comprehend.
25.	The teacher uses such devices as student "feedback" and reteaching to help students comprehend before proceeding to new instruction.
26.	Through the use of such devices as overviews, clear transitions from one idea to another, and summaries, the teacher helps students comprehend logical relationships among the concepts and skills they are learning.
27.	The organization of subject matter content is related to the purposes that guide the teacher and students in their work and to the levels of ability and maturity of the students.
28.	Instructional objectives and activities are closely related to life outside of school; i.e., the community activities and problems as well as those of the students.
29.	The teacher helps students fit the concepts and skills they have learned into patterns which make sense to them.

Figure 5 depicts the class means and standard deviations. Six means are 3.0 or higher; 20 are in the 2.5 - 2.9 interval of which 10 are 2.8 or 2.9; and five means are less than 2.5. Four standard deviations are .50 or higher; 17 are in the .30 - .49 interval; and 10 are 2.9 or less, of which two are less than .20.

(Insert Figure 5 about here)

Again, most of the classrooms were perceived as characterized by the desired responses to the Inventory items. In this instance, two-thirds of the classrooms, in general, were perceived by students as operating so that students understand objectives, so that assignments and methods are varied for different learning abilities, and so that new learning is related to prior learning as well as life outside the school.

Student Perceptions of Measurement and Evaluation

Table 6 lists the five generalizations for Section F, Measurement and Evaluation. Of the eight items in this ISPI section, three apply to generalization 32; two to generalization 30; and there is one application of each of the other three generalizations.

TABLE 6

Specifications for Inventory of Student Perceptions of Instruction (Section F)

MEASUREMENT AND EVALUATION

30.	Measurement and evaluation are focused on the learning process; they are tools of diagnosis which contribute to more effective learning.
31.	Measurement and evaluation procedures make use of descriptions of carefully defined cognitive and affective behaviors.
32.	Students understand the bases of measurement and evaluation, though not necessarily the technical procedures.
33.	Students think that the ways of measuring and evaluating their work are appropriate and fair.
34.	Measurement and evaluation procedures include evaluation of aims and goals -- those of the class as a group and those of each student.

(Insert Figure 6 about here)

Figure 6 shows the class means and standard deviations. Three means are 3.0 are higher; 20 are in the 2.5 - 2.9 interval; and nine are less than 2.5. One of the 31 standard deviations is .54; 23 are in the .30 - .49 interval; and seven are in the .20 - .29 interval.

This final section, Measurement and Evaluation, reveals that students, in general, in at least two-thirds of the classes perceived teacher evaluation of their learning as related to goals, sometimes descriptive and diagnostic, understandable, and fair.

Over-all Student Perceptions Based on Responses to Total ISPI

Figure 7 shows the 31 class means and standard deviations for section and total ISPI scores. Three class means for total ISPI are 3.0 or higher; 22 are in the 2.5 - 2.9 interval, with none smaller than 2.6 and 13 in the 2.8 - 2.9 interval; and six are less than 2.5, of which four are 2.4. No total ISPI standard deviation for a class is as large as .50; five are in the .40 - .49 interval; eight, in the .30 - .39 interval; 17 in the .20 - .29 interval; and one is less than .20. In general, then, very few means were found to be as large as 3.0, most being in the 2.5 - 2.9 interval. In six classes total ISPI means were less than 2.5, as were almost one-half of the Section A (Instructional Objectives) means and one-third of those for Section C (Use of Instructional Resources) and for Section F (Measurement and Evaluation). Most of the obtained standard deviations were less than .50 on the 1.00 - 4.00 scale of measurement, with approximately two-thirds of them being less than .40.

TABLE 7

Summary Data for Section and Total Score Means and Standard Deviations for the 31 Classes

A. MEANS

ISPI Section

Size of Mean	A	B	C	D	E	F	Total ISPI
.30	1	4	2	6	6	3	3
2.5 - 2.9	15	20	20	21	20	20	22
2.5	15	7	9	4	5	9	6

B. STANDARD DEVIATIONS

Size of S.D.	A	B	C	D	E	F	Total ISPI
.50	3	3	1	4	4	1	0
.40 - .49	6	6	7	8	8	12	5
.30 - .39	15	15	13	12	9	11	8
.20 - .29	6	6	10	7	8	7	17
.20	1	1	0	0	2	0	1

NOTES:
1. Entries in the body of the table identify the number of classes with means (or standard deviations) of the size indicated.
2. These means and standard deviations were computed using 1.00 to 4.00 scale of measurement.

In general, only about half the classroom examined tended to be characterized (perceived by students) as using objectives appropriately while two-thirds of the same classrooms tended to have effective human relations, appropriate use of resources, motivational concerns, continuity of learning, and fair evaluation.

Uses of ISPI

ISPI data, essentially pupil perceptions, may be put to four important evaluation uses: student teacher self-evaluation; cooperative student teacher evaluation participated in by the student teacher, supervising teacher, and college supervisor; supervising teacher selection; and appraisal of the program to prepare prospective teachers. For each usage, ISPI data constitute one source of information only, but may be considered along with other relevant evidence.

Student-teacher self-evaluation. For illustrative purposes, the data for one of the 31 classes, those for Class V are provided here.

ISPI Section	Class Mean	S.D.
A	2.6	.24
B	2.4	.35
C	2.6	.22
D	2.6	.41
E	2.3	.41
F	2.4	.32
Total ISPI	2.4	.26

The total ISPI mean of 2.4 indicates, in terms of application of ISPI generalizations, that over-all the instruction may be ineffective. Inspection of the section means, however, suggests that with respect to instructional objectives (A), use of instructional resources (C), and pupil motivation (D), the instruction may be effective; that is, the means are higher than 2.5 and indicate that students tend to agree that this instruction is characterized

by applications of the ISPI generalizations. Possible deficiencies, on the other hand, exist in the areas of pupil-teacher relations (B), meaningfulness of what is learned (E), and measurement and evaluation (F). On the basis of this information, the student teacher may then decide to concentrate on improving his teaching behavior in one or more of these possibly deficient aspects of instruction. As an aid in selecting more specifically what to work on, the student teacher can examine the mean responses to individual statements. Discussions with the class, as well as with the supervising teacher and college supervisor, of the specific statements and of the generalizations of which they are applications should assist in suggesting more effective behaviors and activities. In selecting statements to consider, the student teacher would select those for which mean class scores are less than 2.5.

The information with respect to variability in student perceptions may be as helpful as that with respect to the means. For some pupils, the student teacher's teaching style and personality may not be effective. Through identifying the answer sheets (but not necessarily the individual pupils, if anonymity of pupil response is to be preserved) for which a section score is low, the student teacher can ascertain how large the group of pupils is for whom that aspect of instruction may require changing; and, through consideration of responses to specific statements in the section, he can "pinpoint" more specifically what may be worked on. With the supervising teacher and the college supervisor, he can plan activities and behaviors which may be more effective with these pupils.

Cooperative student teacher evaluation. Essentially the same activities and approaches suggested in the previous section are appropriate here. In addition, the following questions may be considered: 1) "To what extent, if any, have restrictions placed on the student teacher by the supervising teacher or other influences been responsible for unfavorable pupil

descriptions of the student teacher's instruction?" and 2) "To what extent are the student teacher's possible inadequacies attributable to defects or omissions in the college program to prepare prospective teachers?"

Selection of supervising teachers. As suggested in the previous section, pupil perceptions of the student teacher's instruction may reflect, to an extent varying from one class to another, the supervising teacher's instruction and restrictions placed on the student teacher by the supervising teacher. With respect to these possibilities, ISPI data for one class and one student teacher are suggestive only. If over a period of time and for a number of student teachers, ISPI data are reasonably consistent (e.g., the same Section means are consistently above 2.5 or below 2.5), then the case for the retention or elimination of the supervising teacher becomes stronger. Again, examination of responses to individual ISPI statements should aid in identifying more specific aspects of instruction. Of course, other evidence of the supervising teacher's effectiveness as a teacher and as a supervisor of student teachers should be considered.

Appraisal of the program to prepare student teachers. For this use of the data, as for their use in supervising teacher selection, data for one student teacher and for one class are suggestive only. If, however, for a number of student teachers in diverse classrooms there is consistency in the data (e.g., means for Section A, Instructional Objectives, are consistently below 2.5 on the 1.00 to 4.00 scale of measurement), this consistency may be indicative of specific omissions or deficiencies in the program to prepare teachers. A procedure which should prove helpful in appraising the preparation program includes the following: 1) collect data for a number of student teachers, selecting schools and classrooms which are dissimilar, (in each instance, the class should be selected in which the

student teacher has done the most teaching); 2) compute the ISPI Section and Total Score means; 3) identify those sections, if any, for which the mean is consistently less than 2.5;* 4) compute the individual ISPI means for the statements in the identified Section(s), identifying those smaller than 2.5; 5) identify the generalizations of which statements are applications; 6) review carefully the content and procedures of the preparation program in terms of what is done to assist students in becoming aware of these generalizations and in developing skills in applying them in instruction; 7) plan changes in the program designed to help the prospective teacher apply these generalizations more effectively; and 8) through repetition of steps 1, 2, and 3 above check on the results of the program changes.

As an example, steps 1 and 2 have already been identified and described for this group of student teachers in the University of Georgia preparation program. Step 3 can be completed by referring to Table 7 which shows that almost one-half (15) of all 31 class means are below 2.5 for Section A, Instructional Objectives. Further inspection shows that for Section A, individual statement means for items 5, 6, and 12, according to data collected but not tabled here, fell below 2.5. These statements then lead to an identification of the particular generalizations in question (see. p. 4 and Appendix A). In this case, that is generalization "three" in Table 1. It relates to whether the teacher makes classroom connections between content studied and students' vocational and avocational interests. In fifteen of the 31 classes, according to pupil perceptions, such connections were not generally made by the student teachers.

---

*Of course, means larger than 2.5 suggest that the preparation program is helping student teachers to develop the competencies indicated by ISPI generalizations, and means larger than 3.0 strongly indicate that such is the case.

With this generalization in mind, staff responsible for this particular preparation program would review its program and perhaps make changes. If changes are made, ISPI would be used again as steps 1, 2, and 3 above could be repeated to check on results.

REFERENCES

Bentler, P. M., Douglas N. Jackson and Samuel Merrick, "Identification of Content and Style: A Two-Dimensional Interpretation of Acquiescence," Psychological Bulletin, 76, 3 (September, 1971), 186-203.

Block, Jack, "On Further Conjectures Regarding Acquiescence," Psychological Bulletin, 76, 3 (September, 1971), 205-210.

Scott, Owen "The Construction and Suggested Uses of a Check-List of High School Class Activities," Educational and Psychological Measurement, 15, 3 (Autumn, 1955), 264-273.

_____ and L. Ramon Veal, "A Revision of the Check-List of High School Class Activities," Paper presented at the 1970 meeting of the National Council on Measurement in Education. Unpublished.

Washburne, Carleton and Louis M. Heil, "What Characteristics of Teachers Affect Children's Growth?" School Review, 68 (1960), 420-428.

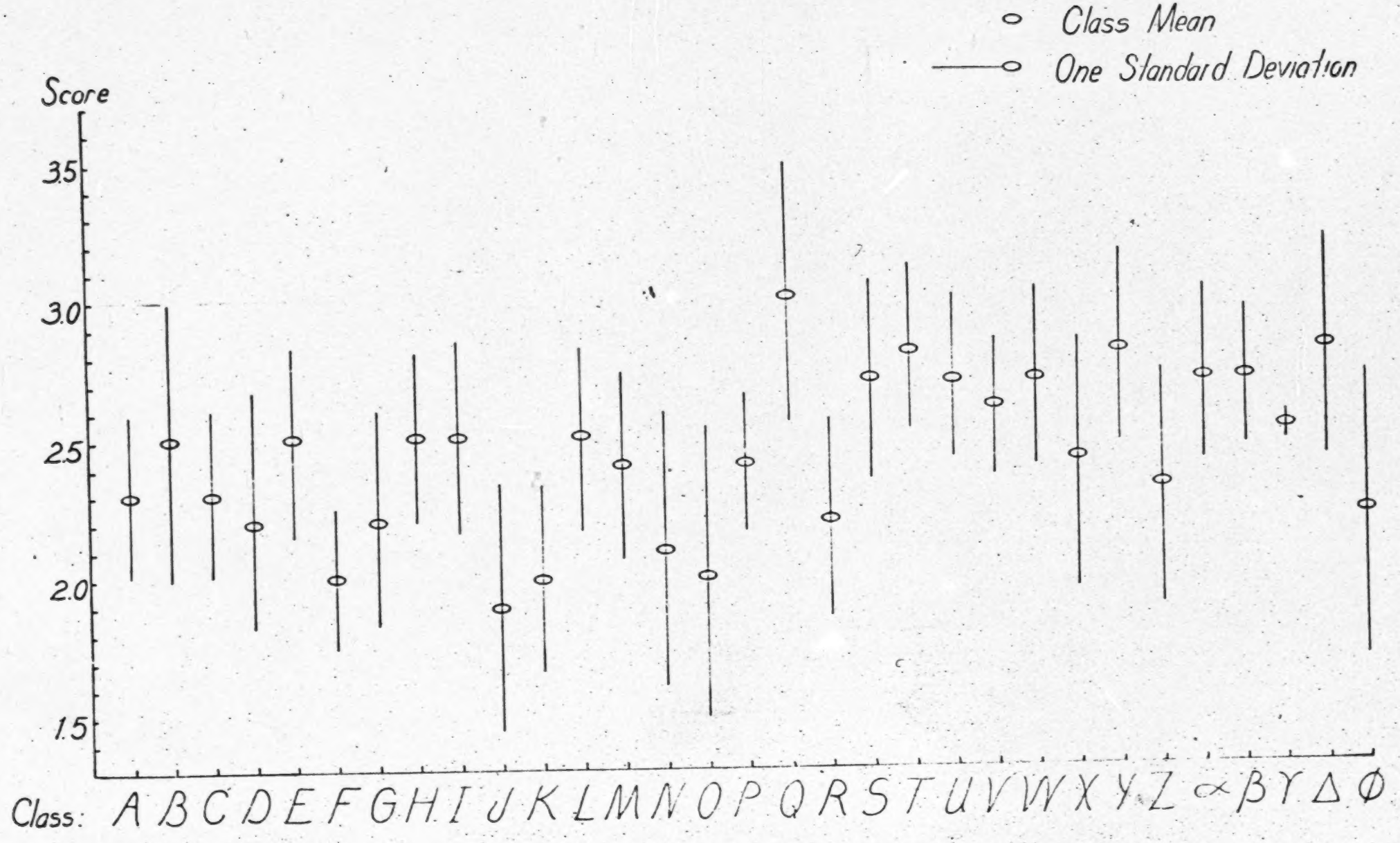

Figure 1: Class Means and Standard Deviations for Section A, Instructional Objectives

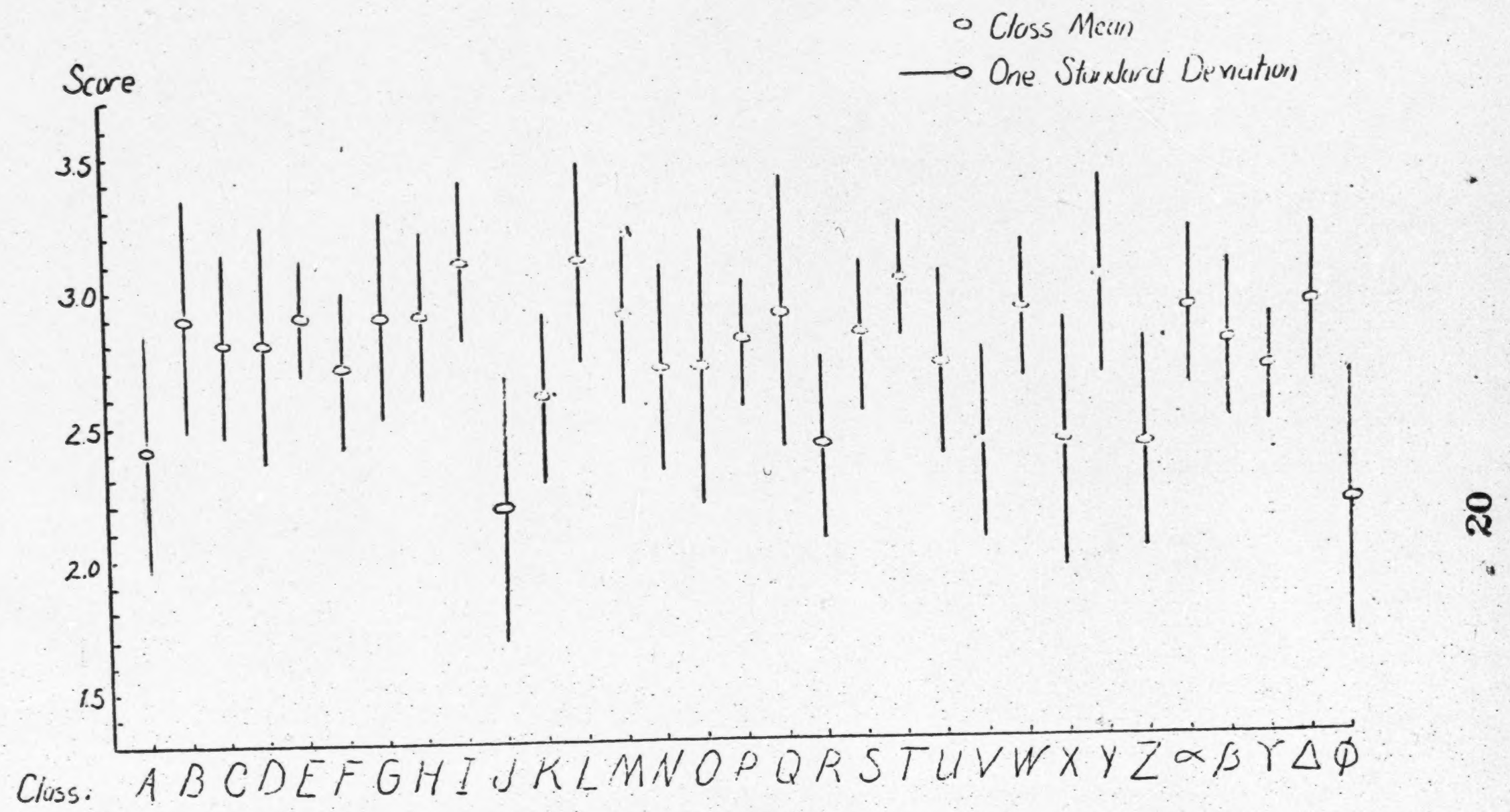

Figure 2: Class Means and Standard Deviations for Section B, Human Relationships

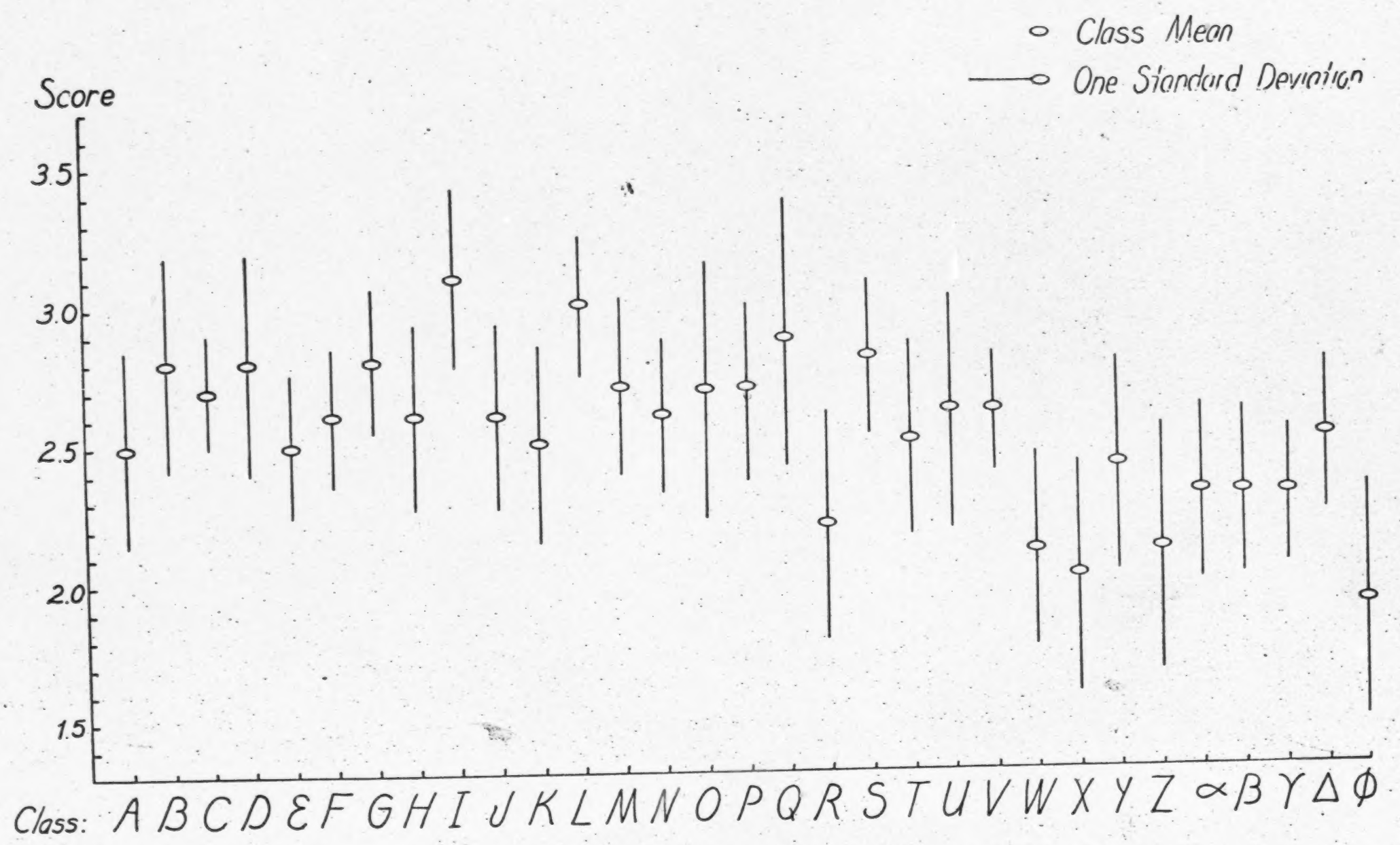

Figure 3: Class Means and Standard Deviations for Section C, Use of Materials and Resources

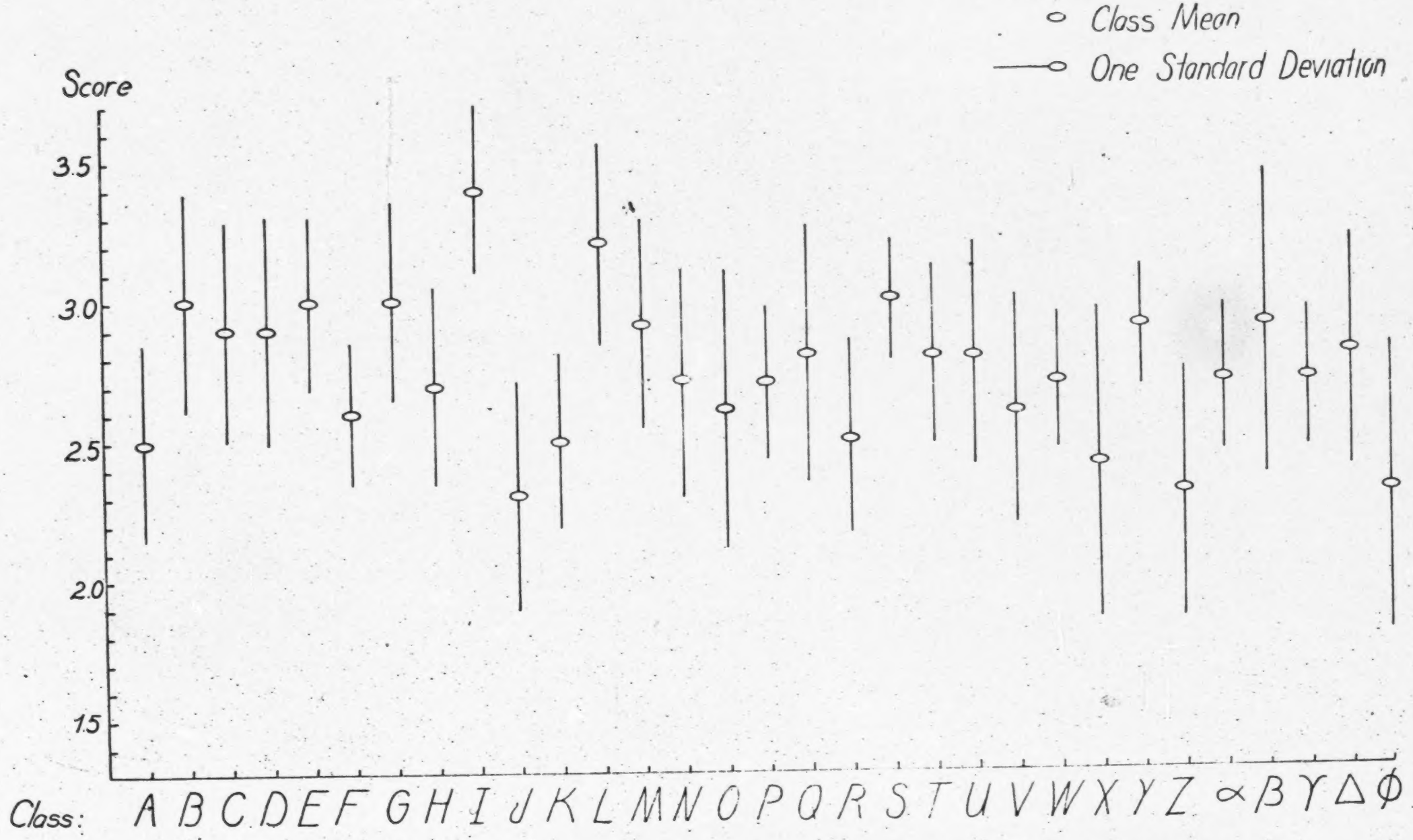

Figure 4: Class Means and Standard Deviations for Section D, Motivation

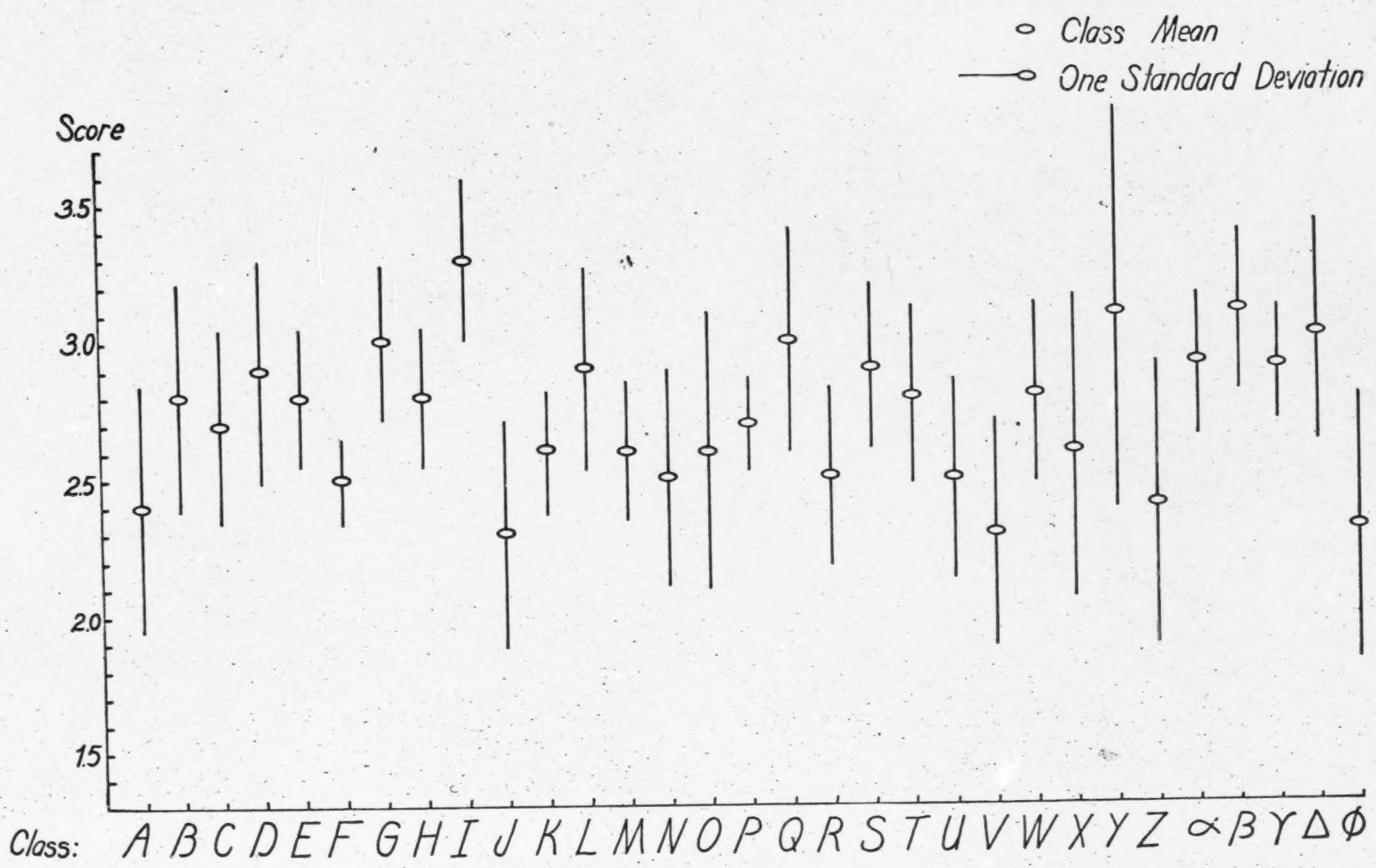

Figure 5: Class Means and Standard Deviations for Section E, Continuity of Learning

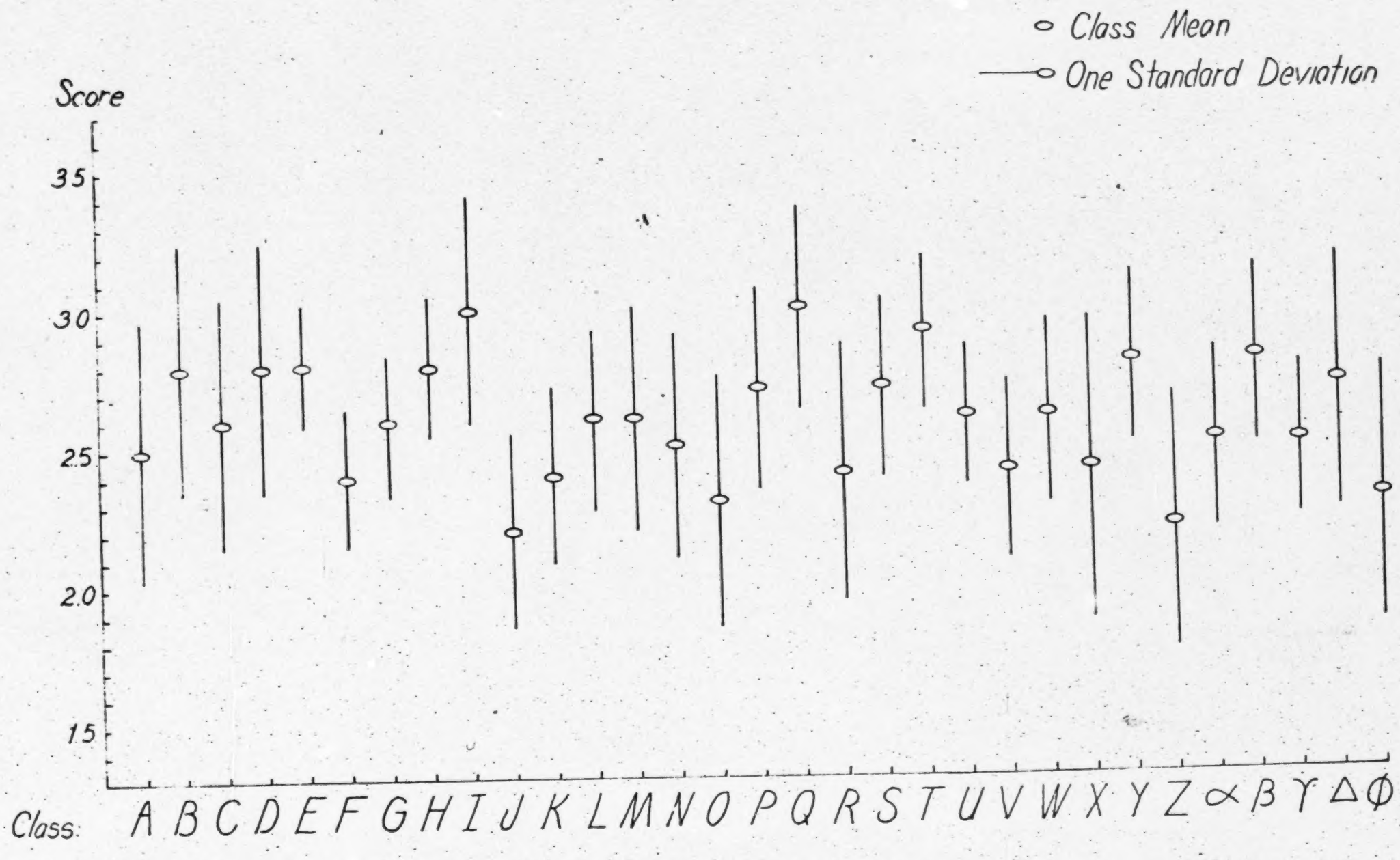

Figure 6: Class Means and Standard Deviations for Section F, Measurement and Evaluation

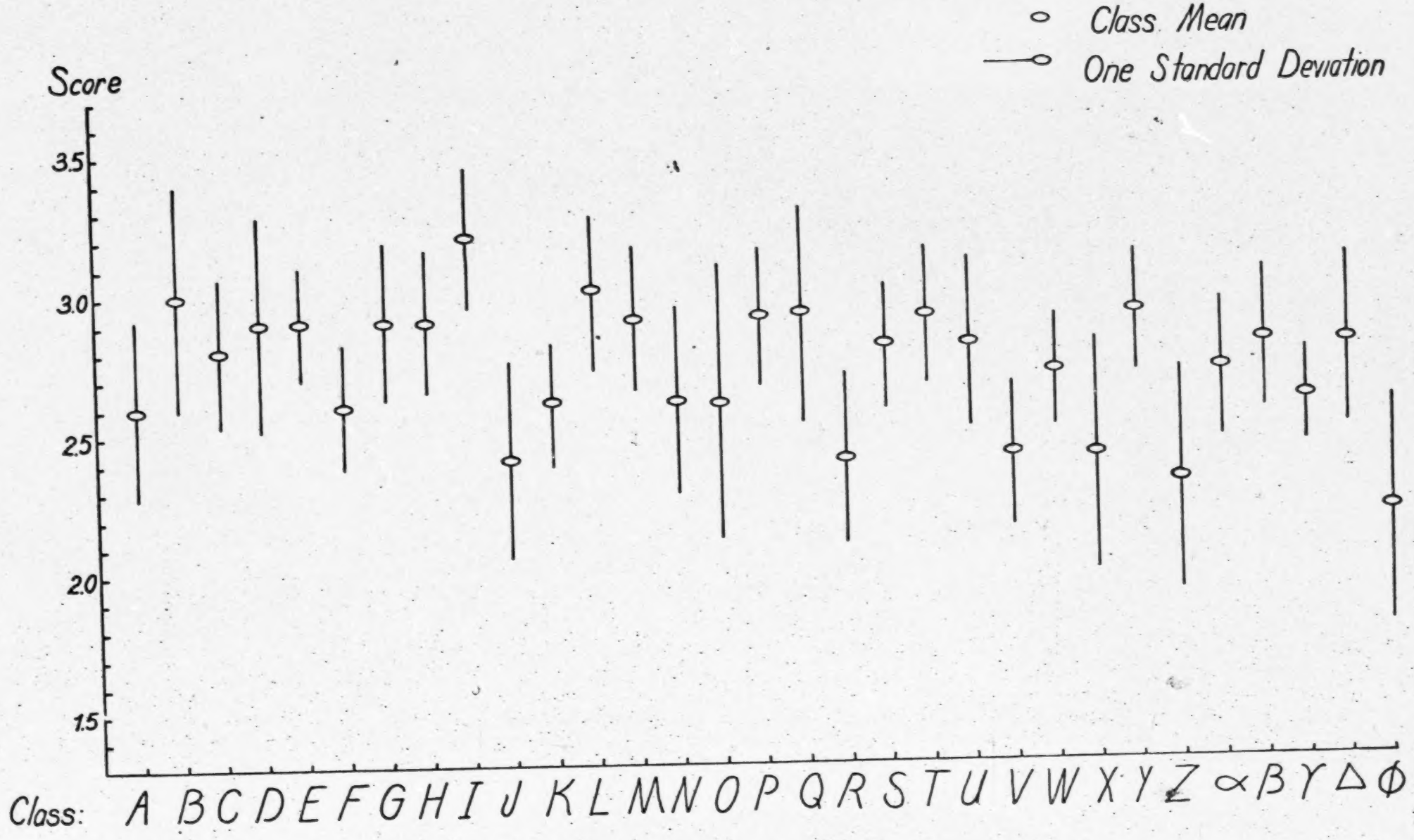

Figure 7: Class Means and Standard Deviations for Total Inventory

APPENDIX A

Section 1 List of Categorized Inventory Items

Section 2 Copy of the Inventory

Appendix A - Section 1

TABLE 8

List of Categorized Items on the Inventory
of Student Perceptions of Instruction (1969)

A. Instructional Objectives
(Stress on Life-Relatedness)

3. What we study does not help me plan a career. (3)
5. In this class I develop skills and knowledge directly related to my plans after I finish high school. (3)
6. In this class we discuss ways to develop hobbies which use what we have learned. (3)
10. We're not expected to question statements in our text. (4)
11. We learn to be more precise in what we say. (1)
12. This teacher plans activities which apply what we have learned to everyday situations such as letter writing or job interviews. (3)
13. We learn to listen carefully to what other people say and to separate statements of fact from statements of the speaker's feeling; for instance, in advertising and political speeches. (2)
14. We learn such skills as identifying assumptions, reasoning logically from assumptions and testing conclusions. (4)
50. What we learn in this class is impractical and of no use outside of class. (3)
68. This teacher would rather have me think through something than memorize it. (1)
74. In this class we learn to express our ideas in ways which won't hurt other persons' feelings or make them angry. (2)

B. Human Relationships

7. Through the way we live and work together in the class we are trying to understand the meaning of democracy. (5)
8. In expressing our ideas we learn to control our emotions. (5)
15. The atmosphere in this class is unfriendly. (5)
16. Class activities are planned so that every student can make a contribution. (5)
17. Our teacher encourages us to express different opinions and differing points of view on the ideas we discuss in class. (7)
18. This class makes me nervous. (5)
19. In this class we accept each student on his own merits, not by who his parents are. (6)
20. In this class we try to understand why other people have ideas that are different from our own. (7)
21. When the teacher and I have opinions which differ, the teacher tries to force me to accept his opinion; for example, to accept his interpretation of a poem I've read. (7)

22. In this class I do and learn things which help me understand myself better -- learning why I do certain things, what I like to do, and what I am capable of doing. (10)
23. My teacher takes an interest in me and wants to know what kind of person I really am. (10)
24. Our teacher handles student misbehavior in a dignified way, showing consideration for the student's feelings and for those of the class. (5)
25. Our class helps our teacher decide what we do in class. (8)
26. Our class helps our teacher decide how we do what we do in class. (8)
27. This teacher, without help from the class, sets the standards for judging our written work. (8)
28. We help this teacher work out what to do about class behavior problems. (8)
29. Our teacher tries to get more pupils to make an active part in making important decisions in class. (9)
49. The class helps the teacher select the sequence in which we take up ideas, topics, problems, or lessons. (8)

C. Use of Instructional Resources

31. Our classroom is attractive. (11)
32. From my seat it is difficult to see what is on the chalkboard. (11)
33. We don't have the materials, equipment, and the supplies we need; for example, we don't have recordings or films we need. (12)
34. People in our community who have special knowledge or can do special kinds of things are invited to come to our class. (13)
35. Class members with unusual talent have no opportunity to use it in this class. (13)
36. We use reading materials in addition to our textbooks; for instance, we read paperbacks, magazines and newspaper articles. (12)
37. We use many different kinds of material and equipment; for example, we use bulletin boards, charts, film strips, movies, slides, tape recorders, record players and TV. (12)
38. We use materials and equipment we make ourselves. (14)
39. We use materials we bring in from outside of school -- articles, books, recordings, pictures. (14)
40. This teacher helps me select books and materials that are interesting and that will help me learn. (15)
41. If the book or other reading material I am trying to use is too hard or too easy, this teacher helps me find something that suits me better. (15)

D. Pupil Motivation

2. In addition to talking and listening, we participate in other kinds of class activities; for example, we make up our own short skits or plays and act them out in class. (19)
9. When I have difficulty learning, this teacher gives me special help. (18)
30. We have opportunities to write original poems, plays or stories. (19)
42. Outside of school, because it is interesting, I do school work that I don't have to do. (16)

43. What we are trying to learn is too difficult. (20)
44. If I have trouble trying to learn something, our teacher helps me locate the cause of my difficulty. (18)
45. We learn things that the class thinks are worth learning. (17)
46. I try hard in this class because, to me, what I am doing is worthwhile. (19)
47. We have to do homework that is uninteresting and of little or no value. (17)
48. It is possible to do well in this class without trying. (20)

E. Meaningfulness of Learning

1. Instruction is planned in terms of the textbook sequence of content. (27)
4. This teacher makes sure we've learned well before he goes on to new material. (25)
51. What we learn is related to community affairs; for example, we discuss or attend community plays, visit the community library, or consult with a local author. (28)
52. We select a problem of area of interest to work on and then break it down to find out just what we want to learn and how to go about learning it. (27)
53. We examine our own language problems; for example, we record our speech or speech examples from the community and note what we like to improve or work on. (24)
54. In this class what the teacher says is over my head. (21)
55. We cannot understand this teacher because he does not speak clearly. (29)
56. By the time I've finished an activity or block of work, the things I've learned fit together to form a pattern that makes sense to me. (23)
65. This teacher plans different activities for different students instead of having every student do the same thing. (22)
66. At the beginning of each lesson, I understand clearly what I am supposed to learn. (26)
67. In moving from one idea to another, this teacher makes the connection clear. (24)
69. This teacher explains things clearly. (24)
70. The examples used by the teacher make ideas clear to me. (26)
71. At the end of the class period we summarize what we have learned. (26)
72. This teacher uses many different methods of teaching. (23)
73. In this class the way ideas and activities are organized is very confusing. (29)

F. Measurement and Evaluation

57. Class tests and check-ups are used to find out where we need help. (30)
58. My grade in this class depends primarily on my improvement over my past performance. (32)
59. My grade in this class depends on how well I do compared to the rest of the class. (32)
60. Records of our work in this class include careful descriptions of how we are learning to think and behave. (31)

61. In this class my grade is influenced by what is best for me as a person as well as by how much I have learned. (30)
62. I understand clearly what I have to do in order to earn the grade I want in this class. (32)
63. This teacher's grading is fair. (33)
64. We and our teacher look carefully at what we are learning in class and decide whether it is worth the time and effort we are spending on it. (34)

NOTES

1. The number preceding each item identifies the item number as listed on the Inventory.
2. The number in parentheses following each item identifies the number of the specification to which the item is relevant.

Appendix A - Section 2

Inventory of Student Perceptions of Instruction

Instructions to Students

This Inventory consists of statements which may describe aspects or features of you classroom and/or your day-to-day activities in it. As you read each statement, think of the classroom as taught by your STUDENT TEACHER during the periods that he (she) is in charge. After you have read each statement, you are to express your judgment about is an an accurate description, using the following key:

1. I STRONGLY DISAGREE that the statement is an accurate description of my class.

2. I DISAGREE that the statement is an accurate description of my class.

3. I AGREE that the statement is an accurate description of my class.

4. I STRONGLY AGREE that the statement is an accurate description of my class.

5. I DON'T UNDERSTAND THIS STATEMENT.

Your answers and those of the other students in this class will be used to study the Inventory itself; e.g., identifying the statements with which most of you agree, identifying the statements with which most disagree, identifying those on which there are large differences of opinion, etc. There are no right and wrong answers and, since your answer sheet will be turned in unsigned, no one will know what your individual judgments are.

Please mark your answers on the ANSWER SHEET, checking to be sure that the number of the item on the answer sheet corresponds to the statement number of the Inventory. Suppose that the Inventory statement number you are reading is 115 (of course, there really is no such number of the Inventory). After having read the statement carefully you identify 115 on your answer sheet:

	1	2	3	4	5
115	----	----	----	----	----
	----	----	----	----	----

If you STRONGLY DISAGREE that statement number 115 is an accurate description, you would use your pencil to blacken the space between the horizontal lines under 1; if you DISAGREE, you would blacken in the space between the horizontal lines under 2; etc. IF YOU DO NOT UNDERSTAND HOW TO MAKE YOUR ANSWERS ON YOUR ANSWER SHEET, PLEASE RAISE YOUR HAND AND ASK THE INSTRUCTOR.

Wait to begin answering the statements until you are asked to begin. If you want to change your answer after you have marked it, erase completely the answer you are changing and then mark your new answer. When you have finished answering all of the statements, place your answer sheet inside the Inventory copy and wait until the instructor gives you further instructions. DO NOT WRITE ON THE INVENTORY ITSELF.

INVENTORY OF STUDENT PERCEPTIONS OF INSTRUCTION

1. Instruction is planned in terms of the textbook sequence of content.

2. In addition to talking and listening, we participate in other kinds of class activities; for example, we make up our own short skits or plays and act them out in class.

3. What we study does not help me plan a career.

4. This teacher makes sure we've learned well before he goes on to new material.

5. In this class I develop skills and knowledge directly related to my plans after I finish high school.

6. In this class we discuss ways to develop hobbies which use what we have learned.

7. Through the way we live and work together in the class we are trying to understand the meaning of democracy.

8. In expressing our ideas we learn to control our emotions.

9. When I have difficulty learning, this teacher gives me special help.

10. We're not expected to question statements in our text.

11. We learn to be more precise in what we say.

12. This teacher plans activities which apply what we have learned to everyday situations such as letter writing or job interviews.

13. We learn to listen carefully to what other people say and to separate statements of fact from statement of the speaker's or writer's feeling -- for instance, in advertising and political speeches.

14. We learn such skills as identifying assumptions, reasoning logically from assumptions, and testing conclusions.

15. The atmosphere in this class in unfriendly.

16. Class activities are planned so that every student can make a contribution.

17. Our teacher encourages us to express different opinions and differing points of view on the ideas we discuss in class.

18. This class makes me nervous.

19. In this class we accept each student on hi own merits, not by who his parents are.

20. In this class we try to understand why other people have ideas that are different from our own.

21. When the teacher and I have opinions which differ, the teacher tries to force me to accept his opinion -- to accept his interpretation of a poem I've read.

22. In this class I do and learn things which help me understand myself better -- learn why I do certain things, what I like to do, and what I am capable of doing.

23. My teacher takes an interest in me and wants to know what kind of person I really am.

24. Our teacher handles student misbehavior in a dignified way, showing consideration for the student's feelings and for those of the class.

25. Our class helps our teacher decide what we do in class.

26. Our class helps our teacher decide how we do what we do in class.

27. This teacher, without help from the class, sets the standards for judging our written work.

28. We help this teacher work out what to do about class behavior problems.

29. Our teacher tries to get more pupils to take an active part in making important decisions in class.

30. We have opportunities to write original poems, plays, or stories.

31. Our classroom is attractive.

32. From my seat, it is difficult to see what is on the chalkboard.

33. We don't have the materials, equipment, and the supplies we need; for example, we don't have recordings or films we need.

34. People in our community who have special knowledge or can do special things are invited to come to our class.

35. Class members with unusual talent have no opportunity to use it in class.

36. We use reading materials in addition to our textbooks; for instance, we read paperbacks, magazines, and newspaper articles.

37. We use many different kinds of materials and equipment; for example we use bulletin boards, charts, film strips, movies, slides, tape recorders, phonographs and TV.

38. We use materials and equipment we make ourselves.

39. We use materials we bring in from outside the school -- articles, books, recordings, pictures.

40. This teacher helps me select books and materials that are interesting and that will help me learn.

41. If the book or other reading materials I am trying to use is too hard or too easy, this teacher helps me find something that suits me better.

42. Outside of class I do school work that I don't have to do because it's interesting.

43. What we are trying to learn is too difficult.

44. If I have trouble trying to learn something, our teacher helps me locate the cause of my difficulty.

45. We learn things that the class thinks are worth learning.

46. I try hard in this class because, to me, what I am doing is worthwhile.

47. We have to do homework that is uninteresting and of little or no value.

48. It is possible to do well in this class without trying.

49. The class helps the teacher select the sequence in which we take up ideas, topics, problems, or lessons.

50. What we learn in this class is impractical and of no use outside class.

51. What we learn is related to community affairs; for example, we discuss or attend community plays, visit the community library, or consult with a local author.

52. We select a problem or area of interest to work on and then break it down to find out just what we want to learn and how to go about learning it.

53. We examine our own language problems; for example, we record our speech, or speech examples from the community and note what we'd like to improve or work on.

54. In this class what the teacher says is over my head.

55. We cannot understand this teacher because he doesn't speak clearly.

56. By the time I finish an activity or block of work, the things I've learned fit together to form a pattern that makes sense to me.

57. Class tests and check-ups are used to find out where we need help.

58. My grade in this class depends primarily on my improvement over my past performance.

59. My grade in this class depends on how well I do compared to the rest of the class.

60. Records of our work in this class include careful descriptions of how we are learning to think and behave.

61. In this class my grade is influenced by what is best for me as a person as well as by how much I have learned.

62. I understand clearly what I have to do in order to earn the grade I want in this class.

63. This teacher's grading is fair.

64. We and our teacher look carefully at what we are learning in class and decide whether it is worth the time and effort we are spending on it.

65. This teacher plans different activities for different students instead of having every student do the same thing.

66. At the beginning of each lesson, I understand clearly what I am supposed to learn.

67. In moving from one idea to another, this teacher makes the connection clear.

68. This teacher would rather have me think something through than memorize it.

69. This teacher explains things clearly.

70. The examples used by the teacher make ideas clear for me.

71. At the end of the class period we summarize what we have learned.

72. This teacher used many different methods of teaching.

73. In this class the way ideas and activities are organized is very confusing.

74. In this class we learn to express our ideas in ways which won't hurt other persons' feelings or make them angry.